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ABSTRACT

This workbook can be used to publicize employment training programs and in dissemination efforts for projects. The workbook is organized into three major sections. The first is a series of key questions about important project ideas, activities, and experiences. Categories include community context, general vocational issues, project information, final comments, and interview with program participants. This is followed by a section that develops market planning strategies for materials and services. Questions in this section fall under the following headings: (1) the product; (2) the rights; (3) the history; (4) the market; and (5) other considerations. A list of resources used for planning marketing campaigns (7 organizations, 49 publications, and 6 sources of mailing lists) is provided. The workbook includes an article titled "Planning Your Marketing and Dissemination Strategies," by Bob Stimolo. Seven marketing issues are explored: (1) know your market; (2) use promotional techniques; (3) initial planning; (4) response plans; (5) announce your project; (6) networking; and (7) plan for direct mail. Knowledge of major characteristics of direct marketing, mailing lists, the offer, timing, copy/art, and features and benefits are the components of direct mailing discussed. In addition, a sample cover memo and press release are included. (NLA)

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About This Workbook

This workbook is designed to help your project gather information that can be used both to publicize your program and also to help in the dissemination efforts for projects you develop.

The workbook is organized into three major sections. The first is a series of key questions about important project ideas, activities, and experiences. This is followed by a market planning section that will help you develop strategies for marketing materials and services. Finally there is a list of resources that might be helpful as you plan your marketing campaigns. We have also included a pocket for collecting any information that describes the project or relates something interesting about it. These might include such things as quotes from participants, comments by staff members about successes, press releases, newspaper clippings, excerpts from staff journals, and anything else that helps explain your model.

Education Development Center, Inc.
Newton, Massachusetts 02160
1990

Key Questions

Community Context

1. Describe your community: population, demographics, and how it has changed over the last 5–10 years.

2. How do you define your catchment area: a neighborhood? a segment of the larger community? a specific population?

3. How does this area differ from or relate to the larger community?

General Vocational Issues

4. Tell us about the issues or problems your community is facing in terms of vocational education, job training, and the relationships to diversity (bilingual, race, gender, disabilities, etc.)

5. How do these issues relate to the national picture?

6. What approaches are being tried to address these issues?

7. Which approaches do you think work best to solve or help these problems?

Project Information

Development

8. What primary vocational education issue provides the foundation for your project? What particular area(s) are you addressing?

9. What was your motivation for developing this project? Where did the idea come from?

10. Who was responsible for helping to generate this idea?

11. How is your project approaching the problem/issue?

12. Why did you choose this particular approach or method? (or how did it come about?)

13. What makes your project different from others like it? What is unique about your project?

Target Audience

Service Projects

14. Who are you serving in this project? Why?

15. Describe them.

Research Projects

14. Who is your project aimed at? Why?

15. Describe your audience.

16. How do you hope to have an impact on them?

17. How and at what stages is the target audience involved in project activities? Was the audience involved when you were developing your project activities? How?

18. How does your project take into account the specific needs and culture of your audience?

19. Who will benefit from your project?

Service Projects

20. How many participants is your project serving?

21. How were the participants recruited or selected?

Research Projects

20. What kind of research are you planning? What research questions are you trying to address?

21. What is your methodology?

22. Do you try to keep current on the latest research and/or program developments in your area of interest? How? How easy is it?

23. Who is doing the most interesting research or work in your area and what are they saying?

24. How do you incorporate or make use of this research/work in your project?

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Office of Educational Research and Improvement
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Implementation

25. What challenges have you encountered so far in project development and implementation?

26. What successes have you had so far?

27. What outcome do you hope to have at the end of your project?

28. How will you know that your project has succeeded in its objectives? How will you evaluate your progress?

29. Will you be using evaluation data during the course of the project to adjust procedures or goals? How?

30. How has your organization/community changed (or how do you see it changing) as a result of this project?

31. Do you hope to continue your program/research after funding from the OVAE has ended?

32. If yes, have you explored other funding options? Do you have anything lined up?

Project Structure

33. Please briefly describe your project. How has it evolved over time? What are the special components?

34. If your project is part of a larger organization, how does it "fit" within the organization?

35. Optimally, how long does a program like this need in order to be successful and how does the OVAE-funded portion of this fit into that timeline?

36. What is the overall project budget?

37. How many staff people do you have and how much time do they devote to this project?

38. How do you feel that your staff are prepared to deal with the special requirements and needs of your target audience? What special skills do the members of your project team have?

39. Does the ethnic/race and gender composition of your staff reflect your target audience?

40. Have the staff received any kind of special training sponsored by the project? What kind?

Project Linkages

41. Are you working with people or organizations outside your program? Who are they and how are you working with them?

42. What kinds of other organizations or people seem interested in your project? Who has inquired about it?

43. Who outside your project has been the most supportive of it? Who has been the least supportive?

44. Are there publications that have been particularly valuable in your project development or implementation? What are they?

45. What media have you used to promote your project? Have you been on TV or radio, done presentations, press releases, etc.?

46. What about your program and its results so far (or that you anticipate) would you most like to share with other grantees? What are the important implications of your work?

47. What kinds of quantitative and qualitative evaluation results will you have at the end of your project and how will you use this information? Would you be willing to share this information with others?

Final Comments

48. If we were telling others about your project, what would you like us to say?

49. Do you have any final comments to make?

Interview with Program Participants

The voice of your program participants adds credibility and strength to your descriptions. It is they who are most affected by your work and who can best convey the success of your efforts. You may want to include their perceptions by asking them some of these questions; perhaps they can respond to these questions in a journal over time.

1. What was your motivation for being involved with this project? How did you become involved?

2. Why did you choose this particular program instead of another?

3. What does this project say it will do for you?

4. What is most important aspect of this project for you?

5. How will you benefit from the project? What do you hope to accomplish by the end of it?

6. What has been the most beneficial thing about the project so far? What successes have you experienced so far?

7. What are the biggest challenges that you have faced so far?

8. How have you dealt with these challenges?

9. What is your "next step" after completing this program?

10. Who on the project staff have you had contact with?

11. Are there any other organizations or people in your community that have helped you be able to participate in the project? What kind of assistance or encouragement have they given you?

12. Do you feel like your involvement with this project has been helpful to your personally or professionally? How?

13. Is there anything that you'd like to share with others about the project or your experience with it?

14. Is there anything else that you'd like to say?

Product Questionnaire

The Product

1. What products have been or are being produced? (Components, format, length, etc.)

2. How much instructional time is required for use?

3. Can the products be easily integrated into existing classrooms (for schools) or other organizational structures (for community based organizations)?

4. What support is required for effective implementation?
(Workshops, technical assistance, participation of more than one discipline, department, or group)

5. Can the product be used flexibly?
(Adoption or adaptation, modular use, modifications feasible—to reduce teaching time and/or cost)

6. Do the products require revisions prior to dissemination?
(Extent, cost, availability of staff to do work, time frame, etc.)

The Rights

1. What is the copyright status of the products?
(Ownership, copyright date, etc.)

2. Do we have the right to disseminate the products?
(Contractual obligations)

3. What financial obligations would a disseminator assume?
(Royalties, permissions, releases, etc.)

The History

1. Who supported (funded) development of the products?

2. What field test/evaluation was conducted?
   (Sites, geographic/socio-economic diversity, consistency with NDN or other criteria, etc.)

3. What were the results of the field test/evaluation?
(Do the results show the materials work? If not, does it matter? Implementation difficulties encountered) How would obstacles/impediments be addressed?

4. Have the products been sold, and what has been the sales experience?
(Marketing effort, sales/sites, cost of promotions, prices, etc.)

5. What has been the production experience?
(Quantities, costs, vendors, etc.)

6. Who has been using the products:
(Schools, organizations, etc.)

7. What do they say about them?
(Quotes, endorsements, etc.)

The Market

1. Who were the products developed for?
   (Target audience) (School/non-school, grade level, age, ethnicity, etc.)

2. What are other audiences that would be interested in this product and why?

3. What is the subject area of the products?
(Discipline(s), fit with existing curriculum or service structure, new, replacement, or supplement, etc.)

4. What (if any) competitive products exist?
(Who produced them, prices, strengths and/or deficiencies, how marketed, how can you counter them?)

5. What are the unique features of your product?
(Format, content, approach, etc.)

6. Who can (will) make the decision to purchase the products?
(Are these teachers or the principal, students or teachers, counselors or their supervisors? Can the cost of purchase be met through funds controlled at the classroom, building, or district level. Who must approve such purchases?

7. What circumstances exist in the marketplace that can (will) motivate user acceptance?

8. What are some of the needs of your target audience?
How does this product address their specific needs?

9. Are there elements of the products that will be dated quickly?
(Content, styles, mode of teaching, clothing, etc.)

10. What would be the most effective ways of marketing the products? Why? Who would be reached by each method? What would each cost?
(Direct mail, advertising, conventions, workshops, direct sales, etc.)

11. What publications, newspapers, radio or television stations would publish your press releases?

12. What conferences, workshops, and meetings of which organizations should you plan to present at? What would be an effective/successful presentation to each?
(What would they like to hear about?)

Other Considerations

1. Is the price of the product reasonable for what it is, and in light of funds available to the user?

2. Is the cost of the product reasonable in light of what can be charged, and is the margin sufficient to support marketing?

3. What changes in the marketplace can (will) affect future or continued sales?

4. What is the eligibility of products (program) for NDN review/validation and dissemination and/or other panels such as state adoptions?

Resources

Some organizations interested in your work

National Alliance of Business (NAB)
1201 New York Avenue, NW
Suite 700
Washington, DC 20005
(202) 289-2832

American Vocational Association (AVA)
1410 King Street
Alexandria, VA 22314
(800) 826-9972

American Association for Counseling and Development (AACD)
5999 Stevenson Avenue
Alexandria, VA 23304
(703) 823-9800

American Education and Research Association (AERA)
1230 Seventeenth Street, NW
Washington, DC 20036
(202) 223-9485

National Education Association (NEA)
1201 16th Street, NW
Room 613
Washington, DC 20036
(202) 833-5411

National Association of Bilingual Educators (NABE)
910 First Street, NE
Union Center Plaza, 3rd Floor
Washington, DC 20002
202 898-1829

American Association of Community and Junior Colleges (AACJC)
1 Dupont Circle, NW
Suite 410
Washington, DC 20036
(202) 728-0200

Others:

Suggested Publications

Vocational Training News
Research
Report on Education Research
Capitol Publications
1101 King St.,
P.O. Box 1454
Alexandria, VA 22313

Connections for Equal Vocational Opportunities
Arizona Dept. of Education
1535 W. Jefferson St.,
Phoenix, AZ 85007

Career Waves
Career Research Systems, Inc.
P.O. Box 28799
Santa Ana, CA 92799-8799

Harvard Education Letter,
Harvard Graduate School of Education
79 Garden Street
Cambridge, MA 02138

Hands On!
Technical Education Research Centers
8 Eliot Street,
Cambridge, MA 02138

Equity and Choice, I.R.E.
Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215

NJVERC Newsletter,
New Jersey Vocational Education Resource Center
Cambridge Park School
Crest Way
Aberdeen, NJ 07747

Guidance Clinic
CN 5245
Princeton, NJ 08540

Review
New Jersey Education Association
180 W. State St.,
P.O. Box 1211
Trenton, NJ 08607

The Progressive Fed
National Council of EEOC Locals No. 216
AFGE (AFL-CIO)
Room 1502G
90 Church Street
New York, NY 10007

You and Youth
44 East 23rd Street
New York, NY 10010

Alternative/Innovative Higher /education
Day Care and Early Education
Human Sciences Press
72 Fifth Avenue
New York, NY 10011

Network Newsletter
Hispanic American Career Education Resources, Inc.
Hispanic Women's Center
611 Broadway
Room 322
New York, NY 10012

Journal of Vocational Behavior
Academic Press
111 Fifth Avenue
New York, NY 10013

Career Education Association, Inc.
369 Lexington Avenue
New York, NY 10017

Careers Magazine
1001 Avenue of the Americas
New York, NY 10018

Household Employment News
National Committee on Household Employment
National Urban League, Inc.
500 East 62nd Street
New York, NY 10021

Education Today
141 E. 44th Street
New York, NY 10024

Voice/Move
Editor, Margaret Waterson
RD 2
Cambridge, NY 12816

AAAA Newsletter
American Association for Affirmative Action
State University Plaza S-508
Albany, NY 12246

Chronicle Career Index
Chronicle Guidance Publications
Aurora Street Extension
P.O. Box 1190
Moravia, NY 13118-1190

VEEP Vignette
Vocational Education Equity Program
PA Dept. of Education
333 Market Street
Harrisburg, PA 17126-0333

Network News
Displaced Homemakers Network, Inc.
1010 Vermont Avenue NW
Suite 817
Washington, DC 20005

Work America
National Alliance of Business
1015 15th Street, NW
Washington, DC 20005

Adult Education
810 18th Street, NW
Washington, DC 20006

APGA Newsletter
American Personnel Guidance Association
1607 New Hampshire Avenue, NW
Washington, DC 20009

ACBE Newsletter
Association for Community Based Education
1806 Vernon Street, NW
Washington, DC 20009

MANA Newsletter
Mexican American Women's National Association
P.O. Box 23656
L'Enfant Plaza Sta.
Washington, DC 20024

Job Watch Alert
Center for National Policy Review
1751 N. Street, NW
Washington, DC 20036

LINKS Newsletter
LINKS
1522 K Street, NW
Washington, DC 20036

Adult Education Quarterly
National Association for Continuing and Adult Education
1201 Sixteenth Street, NW
Suite 230
Washington, DC 20036

Community and Junior College Journal
American Association of Community and Junior Colleges
One Dupont Circle, NW
Suite 410
Washington, DC 20036

NEA Today
National Education Association
1201 16th Street, NW
Washington, DC 20036

National Business Woman
National Federation of Business and Professional Women
2012 Massachusetts Avenue, NW
Washington, DC 20036

Chronicle of Higher Education
1255 23rd Street, NW
Washington, DC 20037

ERIC Clearinghouses
National Institute of Education Resources in Education
1200 19th Street, NW
Washington, DC 20208

Counselor Education and Supervision
Guidepost
Personnel and Guidance Journal
Vocational Guidance Quarterly
American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, VA 22304

Vocational Education Journal
Update
American Vocational Association
1410 King Street
Alexandria, VA 22314

Peabody Journal of Education
Free & Inexpensive Learning Materials
George Peabody College for Teachers
Vanderbilt University
Office of Educational Services
Box 164
Nashville, TN 37203

News From NACE
National Association of Career Education
Ohio State University
1960 Kinney
Columbus, OH 43210

PDK Fastback
PHI DELTA KAPPAN
Phi Delta Kappa, Inc.
8th and Union
Box 789
Bloomington, IN 47402

Career World
Career World 1
General Learning Corporation
3500 Western Avenue
Highland Park, IL 60035

AVA Guidance Div. Newsletter
University of Illinois
805 West Pennsylvania Avenue
Urbana, IL 61801

Community College Frontiers
East Central Network/IL Vocational Curriculum Center
Sangamon State University
E-22
Springfield, IL 62708

Adult and Continuing Education Today
Media & Technology in Adult Learning
Learning Resources Network
P.O. Box 1425
Thurston 1221
Manhattan, KS 66502

Career/Vocational Educational Report
Diversified Learning, Inc.
72-300 Vallat Road,
Rancho Mirage, CA 92270

Career Education Digest
Pennant Publishing Co., Inc.
300 N. Newport Blvd.
Suite G
Newport Beach, CA 92663

New Directions For . . . Community Colleges; Higher Education; Student Services
Jossey-Bass Inc.
433 California Street
San Francisco, CA 94104

Mailing Lists Are available from

American Vocational Association
List Rental Manager
1410 King Street
Alexandria, VA 22314
(800) 826-9972

Mailing Clearing House
601 East Marshall Street
P.O. Box 295
Sweet Springs, MO 65351
(816) 335-6373

College Marketing Group Information Services
Fifty Cross Street
Winchester, MA 01890
(617) 729-8413

Zeller & Letica, Inc.
15 East 26th Street
New York, NY 10010
(800) 221-4112

Data Market Retrieval

WESTERN REGION
400 Oyster Point Blvd., Suite 301
South San Francisco, CA 94080

MIDWEST REGION
55 West Monroe St., Suite 510
Chicago, IL 60603

EASTERN REGION
16 Progress Drive
Shelton, CT 06484

(800) 243-5538

National Alliance of Business
1201 New York Avenue, NW
Suite 700
Washington, DC 20005
(202) 289-2832

3

PLANNING YOUR MARKETING AND DISSEMINATION STRATEGIES

KNOW YOUR MARKET

The first time you thought of audience was as you began to develop your product. You had a specific person or function in mind. You now need to think about the audience again. Remember for whom your product was developed. Where are these people found? Are they in organizations similar to yours or in other kinds of groups?

The audience is where it all begins. The more clearly you define your audience and the more you know about them, the better the results of your marketing efforts. Before you begin to plan your effort, do a little research.

- Who within the organization would use the product? Who makes the purchasing decisions?
- What work do they do? What *needs* do they have?
- What materials do they use now?
- How large is each audience?
- Who else could use this?
- Who else is doing similar work?
- What audiences are they reaching?
- How are they distributing?
- How well are they selling?

You may be able to answer some of the preceding questions by doing the following:

- Contacting potential customers, professional associations, colleagues, and others in the field for information.
- Reading up-to-date publications by and for your audiences.
- Checking with list brokers—their catalogs and sales representatives may give you a sense of the number of potential customers (see the mailing list sources in figure 3–1)

Figure 3–1. Mailing List Sources

Associations/Organizations

With many organizations, you will need to prepare a written request for a list, and to enclose a sample of what you would like to mail (a draft of your copy is often enough). List prices vary, so you should make contact by phone for the most recent information. A few samples are listed below; check the *Encyclopedia of Associations* for additional resources, as well as the Yellow Pages and the publications listed on the previous pages.

Note: WEEA Publishing Center lists can be rented or exchanged. Contact Katherine Hanson at 800-225-3088 for more information.

American Library Association, Ernest Martin, Administrative Services, 50 East Huron Street, Chicago, IL 60611.

Association for Supervision and Curriculum Development, 225 N. Washington Street, Alexandria, VA 22314; 703-549-9110.

National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091, Attn.: Robert Murphy; 703-620-9840.

Commercial Sources

Bowker Mailing Lists, R. R. Bowker, 205 East 42nd Street, New York, NY 10017; 212-916-1697.
Bowker publishes *Publishers Weekly*. The List Department specializes in book specialists, and has subscriber files to *Publishers Weekly*, *Library Journal*, and *School Library Journal*.

Ed Burnett Consultants, Inc., 2 Park Avenue, New York, NY 10016; 800-223-7777.
A major national list broker.

College Marketing Group, Inc., 50 Cross Street, Winchester, MA 01890; 617-729-7865.
Publishes three catalogs: (1) Business and Economics, Engineering, Science/Math, and Voc./Tech.; (b) Arts, Humanities, Education and Social Sciences, and (c) Medical, Nursing, and Allied Health.

Mailings Clearing House, 601 East Marshall Street, P.O. Box 295, Sweet Springs, MO 65351; 816-335-6373.
A good, inexpensive source for schools and educational organizations.

Market Data Retrieval, Ketchum Place, Westport, CT 06880; 800-227-1404 (West Coast); 800-243-5538 (East Coast and South); 800-231-3142 (Midwest and Texas).
Education mailing lists—with prime focus on the K-12 market, includes extensive breakdowns by categories.

Marketing General Inc., Education Mailing List, 1225 19th Street, N.W., Washington, DC 20036; 202-463-7834.
Lists primarily consist of subscribers to trade publications or members in educational organizations.

National Women's Mailing List, 1195 Valencia Street, San Francisco, CA 94110; 415-824-6800

Zeller & Letica, 15 E. 26th St., New York, NY 10010; 800-221-4112.
Business and professional lists, includes clubs and organizations, social services.

Once you've learned as much about your market as possible, you can develop a strategy to reach the purchasers through appropriate channels, whether that is advertising, direct mail, or press releases. And you'll be able to develop convincing copy—your research will have told you your market's needs, interests, and the right language to use with a particular audience. While it may seem like an added burden to research your audience, it is ultimately the best strategy. Your goal here is to find those people who would want/need your product and let them know how it can meet their needs. Too many good products have ended up gathering dust because no one knew how or where to market them.

Building a marketing strategy need not apply only to your final product. The same techniques can be used as you implement your project. You may need to recruit students for your program. You may need to develop community awareness about an issue. Or you may want to market other products or services that your organization has developed. Throughout your work, you will be marketing. A few guidelines can help do that job more effectively.

USE PROMOTIONAL TECHNIQUES

Start with the title of your product, project, or flier. Market research indicates that this may be the most important attention-grabber for your product. Many readers make decisions about whether or not to investigate materials based on the title. Your title should convey the subject, tone, and use, but it shouldn't limit your market unnecessarily. For instance, a subtitle limiting use to math teachers might restrict a product that could very well be used by parents or community groups as well. You should also consider whether there are "buzzwords" that apply to this market that should be included in the title.

INITIAL PLANNING

In an ideal world, we could create a budget by adding up the costs of all the techniques we'd like to use. In reality, marketing budgets are usually predetermined, and you must work within them. If you're planning a budget, find out all your costs, establish your priorities, finalize your budget, and stick to it. Costs for every service vary, so make sure you get information from several sources. Even postage can vary depending on how materials are packaged and sent. Think of ways in which you can exchange resources or utilize donations to keep costs down.

A smaller effort, targeted to those most likely to buy your product, is more cost-effective than a large effort aimed at reaching everyone. Ask yourself the following questions:

- Which audiences are most important? Which are most likely to purchase? (Set audience priorities.)
- What parts of the country buy more of your type of materials? What issues are of interest in specific areas/organizations? Will it be necessary to vary your approach?

Whether or not your audience buys your product may depend on when they find out about it. You need to think about what ways you can let the audience know you have something they need. Does your market respond best to ads in key publications or to direct mail? When are they most likely to buy? For instance, sending notices to teachers in July when they're on vacation is certainly less effective than mailing to them in early spring or in September.

What you say about your product or service is important. Before you begin your final plans, know what your market thinks of your product. Do some market field-testing. Get testimonials or other feedback from people participating in the project, or from other contacts. Record what they say; their

comments can be used in press releases, fliers, and other promotional literature, so long as you obtain permission. What do these people say about the product? Are there ways you can make it more useful? These testimonials, suggestions, and feedback will help you write more convincing and interesting press releases or promotional materials. We all like to join the crowd; if our peers like a product, chances are we will too.

RESPONSE PLANS

Before you start promoting your product, you must plan how you will respond to and record the inquiries and orders that come in. A well-planned promotional flier can bring in sales, but if an organization can't follow through on filling orders, sales will not continue and the group's reputation will be tarnished. Being prepared is important.

Inquiries

Do you have form letters, catalogs, fliers, and fact sheet ready to send? Do you have a way to add inquiries to your mailing list? What information can you get about your audience from these inquiries?

Orders

Do you have enough product inventory to fill anticipated orders? What are your sales terms? Who will handle the money? How will you recover expenses? Will you reprint if there is a large demand? Who will maintain the customer list? What about preview copies of your product, which are important for the school market?

Tracking

How will you know where customers heard about your product? Consider adding a different prefix to code numbers for each method of promotion (one prefix for press releases, another for each flier, etc.). This will help you evaluate your efforts.

ANNOUNCE YOUR PROJECT

Once your project is under way, plan a series of press releases. The media help you reach a broad audience relatively inexpensively. Consider using weekly and local newspapers, organizations and association newsletters, college and university newsletters, the publications of women's organizations, trade publications, and general readership magazines. Remember the radio also—especially local stations, public radio, or college stations that reach your audience.

- What specific media does your audience use? Ask them.
- Don't wait until your project is over; issue timely press releases now. For instance, announce your grant award, then later do a piece on the project.
- Write for the reader. Look at samples of the publications you're targeting, and listen to the radio stations. Write in a similar format.
- Keep press releases and announcements short. Write in inverted pyramid style, putting the most important information in the first one or two paragraphs.
- Meet deadlines. Find out about specific submission requirements. Submit your material to a specific person. It's most effective to have the *correct* names; otherwise, use the title of the appropriate editor.

Your local library will have books on writing press releases and doing publicity. These can be helpful.

Send releases to local media, to publications in your target market, and to other appropriate publications. Lists of publications can be obtained at your local library. If you would like specific help in locating publications, contact the WEEA Publishing Center. See, too, the lists of marketing publications, regional Desegregation Assistance Centers, and Educational Resources Information Clearinghouse (ERIC) network components in appendix A.

NETWORKING

Networking is an inexpensive method to get the word out about your product. We're all part of several networks, *including* the network of WEEA grantees.

- To what organizations, associations, etc., is your audience likely to belong?
- Do you, or does anyone you know, belong to any of these groups?
- Does anyone within your network have media contacts (e.g., review editors, cable operators, TV staff)?
- What are contacts within the network willing to do, and what can you offer in exchange?
- At what conferences, meetings, or workshops could you promote your materials, send fliers, or make presentations? Think about sharing an exhibit booth with others, or having someone else display your materials in exchange for a service or product.

Use the list of regional Desegregation Assistance Centers in appendix A and the information you have on other WEEA grantees and their projects as the beginning of a promotional network for your product.

PLAN FOR DIRECT MAIL

Direct mail dissemination is a very successful, cost-effective marketing tool. As you prepare your product, think again about audiences: What professional organizations would be interested in your product? These will be good sources of mailing lists. Think about the benefits of your product. People often buy products that they feel will help them do a better job, make their life easier, or save them money. If you can show how your product will do any of these things, potential audiences will be much more interested and thus more willing to purchase your product.

Major Characteristics of Direct Marketing

- Direct marketing addresses itself to the objective of inspiring a response (sales).
- Direct marketing embodies a *specific* proposition (usually for a *specific* period of time) and addresses itself to a *specific* type of individual.
- Direct marketing, when administered under controlled conditions, continually generates similar rates of response, given that there is little or no change in environmental factors (i.e., it is projectable).
- Direct marketing does not communicate in the same way as editorial material. Information is not digested sequentially (from beginning to end). Instead, it is *digested by appeal and must accommodate scanning.* (Presentation by Bob Stimolo, School Market Research Institute, Haddam, Connecticut, March 28, 1985)

Mailing Lists

The mailing list is the *most important* factor affecting response. It is the list that gives you the *names* of people most likely to want your product. A curriculum guide for fourth-grade math teachers wouldn't sell if promotional fliers were sent to seventh-grade science teachers. Try to get lists that most closely reflect the person for whom the product was designed or those who would purchase that product for the user.

One important note: It is often most effective to mail to elementary *principals* rather than individual teachers; they will route information to teachers but often make purchasing decisions or suggestions. For middle or high school markets, mail to the individual teachers.

Where do you get lists? Begin with your organization's mailing list. Do you know of similar organizations or national groups? Contact them to see if they sell their lists. For instance, the National Council of Teachers of Math might be willing to sell you a list if they felt your product is appropriate for their membership.

You can also purchase lists from commercial brokers, many of whom are listed in figure 3–1. These lists range in price and quality. Usually with a list broker, you have a wide choice in selection; you can choose specific individuals in specific schools in communities with specific incomes. Lists generally have a base price, with each additional selection costing extra. Whether lists are rented from organizations or brokers, they are for *one time* only, unless you make other arrangements. All lists have ways of checking and should an organization break this rule, it will not be able to purchase lists again from *any* list broker.

Labels usually come in two formats: (1) 4-up Cheshire and (2) pressure sensitive. Four-up Cheshire means there are four rows of names on each page of a continuous form and require a specific machine used by mailing houses. They are a cost-effective way to mail a large volume. For smaller mailings, or for those you would do yourself, you need pressure sensitive labels.

As you make your list selection, consider these questions:

- What lists will you use? Will the same message by appropriate for all the lists? Do you want to do variations of your mailer for various audiences or is your mailing targeted enough to require one message?
- What selections are available: geographic, grade levels, expenditure per pupil, enrollment, users of video equipment, purchasers of computers?
- What types of labels are available? At what price are they available? What is the delivery time? Are lists guaranteed deliverable? How many times will you use the list? (You can get a discount if you order multiple copies at the same time.)

The Offer

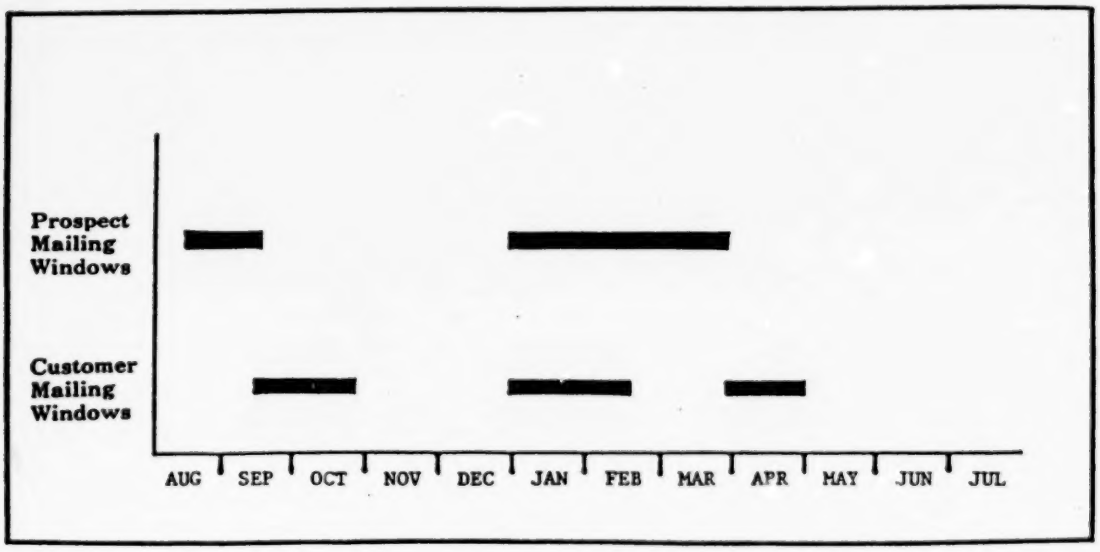
This is your only means to motivate a potential buyer to act now. The simpler the offer, the better your response. Consider special discounts, gifts, etc., that will reward buyers for purchasing.

As you write copy, remember that the phrase "half-price" pulls better than "50% off." If you do offer a discount, it will not be meaningful unless it's at least 20%—anything less is not taken seriously by consumers

Timing

The time of year you mail can affect your sales. As you see from figure 3–2, the direct mail industry recommends mailings at certain key times. The best time to *mail* to schools is in February or March. However, analyze your

Figure 3–2. School-Year Mailing Windows



From a presentation by Bob Stimolo, President, School Market Research Institute, Inc., Haddam, Connecticut, on March 28, 1985, in Boston, Massachusetts.

mailing time based on your experiences and needs. For instance, if you have materials for women's history week, you'll want to mail promotions in the fall so customers have time to respond. If you are mailing to schools, you may want to plan your mailing to arrive a week or so after classes begin—teachers may not have the time to review promotional materials until their routine is established.

Don't forget to plan for delivery time. Once your mailing goes to the post office, it can take four to six weeks for your mail to be delivered at bulk rate.

Copy/Art

Your written message and art need to attract your reader's attention.

- Keep copy short and simple.
- Play up your products *benefits* and keep repeating them.
- Use catchy heads and subheads.
- Make it easy to respond; provide a simple order form—no complicated instructions.
- Use graphic emphasis to point up the most important information first.
- Beauty and balance make a pretty picture: they *don't* get readers to respond quickly. Your image should never be more important than your message—let readers know right off what's in it for them.

Features and Benefits

Features are distinguishing *facts* about your product that are true whether or not the product is ever used (*what* people are buying).

Benefits are the end results of satisfactory use of a product service, provided *through* the features (*reasons* to buy).

When you think about *features* of a WEEA product, consider the following aspects:

- *Fairness:* Are the materials unbiased in content and graphics? Are the needs of different ethnic groups, races, abilities, and geographic regions considered? Is the product sex fair?
- *Content:* What is the topic area? What is the message?
- *Format:* How is the product to be used? Does it have more than one component? Can components or chapters be used individually? Can the product be used in different groups? Can it be used directly by students or clients?
- *Timeliness:* Are the information and techniques up-to-date?
- *Appeal:* Is the design attractive?

When translating features to benefits, consider:

- *Why* will the features make someone want to buy? Think in terms of timeliness, ease of use, low cost, practicality, and versatility.
- *How* does the product support your claims? What data do you have to offer from your own experience, evaluation, or field-test results? What feedback from professional colleagues can you use?

Unless you've been in the role of a product user, don't try to guess what users' needs are or what they will perceive as benefits—*ask them*. We all purchase because a product fills a need. You must tell your customers *how* your product does that for them.

TO: Marketing Workshop Participants

FROM: Katherine Hanson

RE: Media coverage

You're successful—one of those important vocational/training programs selected to attend this marketing training. And you're doing exciting work, you're involved in a stimulating two-day national workshop, and we'd like your community to about it.

To help get the word out, we've enclosed a press release format about your participation at this conference. All you need to do is fill in the blanks, duplicate it, and mail it to whomever.

In the first paragraph, add the names of those attending this workshop and the name of your organization. In the last paragraph, repeat the name of your organization. You can then add a few paragraphs about your specific project. And, if you have them, send some photos along (include a cutline that explains the photo). Remember to include your phone number, since the local media may want to contact you to do a follow-up story.

FOR IMMEDIATE RELEASE

Contact:

Local Program Selected for National Training

May 14--(Washington, D.C.) (Your name and affiliation here) was selected to attend a national training seminar sponsored by the U.S. Department of Education, Office of Vocational and Adult Education in cooperation with El Camino Community College in Torrance, California.

The two-day intensive seminar focused on leveraging resources to provide employment and vocational training to limited-English proficient youths and adults. Funded by the Carl Perkins Vocational Education Act, this interactive workshop brought together 30 community-based organizations, adult education programs, vocational training centers, and community colleges from the east coast to develop strategies to market their employment and training programs to a spectrum of sources including government programs, foundations, and the corporate sector.

Facilitators for the sessions included Chui Lim Tsang, Executive Director of the Career Resources and Development Center in San Francisco, Katherine Hanson, Associate Director of the Center for Equity and Cultural Diversity at Education Development Center near Boston, and Nick Kremer, Faculty Coordinator, Vocational Education/Special Programs Division at El Camino (Ca.) Community College.

(You can add more about your project here)